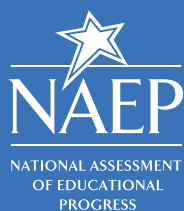


A Guide for Completing the Student With Disabilities (SD) and English Language Learner (ELL) Questionnaires

Please review these instructions before completing the SD/ELL Questionnaires assigned to you by the NAEP school coordinator



2009

FREQUENTLY ASKED QUESTIONS

The SD and ELL Questionnaires are designed to determine:

How SD and ELL students are assessed in the regular state academic assessment in the NAEP subject the student is selected to take, and

If the students can participate in NAEP with the accommodations allowed for the NAEP subject.

School personnel will make the final determination on how SD and ELL students are included in the NAEP assessment. If you need clarification for completing the questionnaire, please contact your NAEP school coordinator, and he/she will consult with the NAEP State Coordinator.

How do I know for which student each questionnaire should be completed?

The cover should have a label in the lower-right corner with the student's name on it. Complete the questionnaire for only the student listed.

Who should complete the questionnaire(s)?

The person completing the questionnaire should be the person at your school **most knowledgeable about how the student is tested in the state assessment** in the subject marked in the Directions for School Staff box.

For example, if the NAEP subject marked is "Reading," the person completing the questionnaire should know how the student is tested in the state assessment in reading.

This person may be a school testing coordinator, an IEP coordinator, an IEP/Special Education teacher, or an ELL coordinator or teacher. However, this person will need to consult with the person most knowledgeable about the student's disability or English language proficiency.

What if the NAEP subject is not tested on the state assessment?

If the NAEP subject **is not tested on the state assessment**, the person completing the questionnaire should refer to how the student is tested or receives instruction **in the classroom**.

For example, if the NAEP subject is "civics, geography, or U.S. history," the person completing the questionnaire should know how the student is tested or receives instruction in the classroom in a social sciences class. This person will most likely be a teacher or IEP coordinator.

How should I complete the questionnaire(s)?

You have two options for completing the questionnaire(s):

1. You can complete the questionnaire(s) online by going to **www.naepq.com** and following the online instructions. The online instructions will show you what information you need from the front cover to access the online version of the questionnaire.
2. You can complete the hardcopy form using a No. 2 pencil.

What should I do with the questionnaire(s) once I've completed it online or in the hardcopy form?

If you completed the questionnaire(s):

- **Online** – darken the “O” oval on the cover in the box labeled “Directions for School Staff” to indicate that you completed the questionnaire online, and return it to the NAEP school coordinator. You should leave the rest of the hardcopy form blank.
- **On hardcopy** – darken the “H” oval on the cover in the box labeled “Directions for School Staff” to indicate that you completed the questionnaire form, and return it to the NAEP school coordinator.

When should the questionnaire(s) be completed?

Complete and return the questionnaire(s)—either the completed hardcopy form or the blank form, if completed online—to the NAEP school coordinator by the date indicated in the Directions for School Staff box.

The remainder of this brochure provides specific information about completing the SD and ELL Questionnaires, beginning with the letter on page 3.

SD QUESTIONNAIRE		ELL QUESTIONNAIRE	
LETTER—PAGE 3			
The letter on page 3 of the SD and ELL Questionnaire from the Office of English Language Acquisition (OELA) and the Office of Special Education Programs (OSEP) thanks you for your participation in NAEP. As NAEP is the “Nation’s Report Card,” it is important that students taking NAEP are representative of the students taking the state assessment, so this letter encourages the inclusion of SD and ELL students.			
GENERAL DIRECTIONS—PAGE 4			
These directions refer to the student listed on the front cover and provide NAEP’s SD definition.		These directions refer to the student listed on the front cover.	
QUESTION 1*			
<p>To answer Question 1, record the single response indicating the student’s SD classification.</p> <p>OPTIONS A AND B fulfill the NAEP definition of SD.</p> <p>OPTION C refers to students with a disability, whose IEP or Section 504 Plan is not finalized, or students still being evaluated for final SD status determination.</p> <p>OPTION D* refers to students who do not have an IEP or Section 504 Plan, but still require accommodation(s) to be tested.</p> <p>OPTION E refers to students who have an IEP only because they are gifted and talented. These students are not considered SD for NAEP. If you mark this option, do NOT complete the remainder of the questionnaire. Please return the questionnaire to the NAEP school coordinator.</p> <p>OPTION F refers to students who are no longer classified as SD. If you mark this option, do NOT complete the remainder of the questionnaire. Please return the questionnaire to the NAEP school coordinator.</p>		<p>To answer Question 1, record the single response indicating the student’s ELL classification.</p> <p>OPTION A refers to students who are currently classified as ELL AND are receiving ELL-related services.</p> <p>OPTION B* refers to students who are no longer ELL and are included in ELL reporting for AYP. If you are unsure if your state uses this category, consult your school or district testing coordinator. If you mark this option, do NOT complete the remainder of the questionnaire. Please return the questionnaire to the NAEP school coordinator.</p> <p>OPTION C refers to students who are no longer ELL and are not included in ELL reporting for AYP. If you mark this option, do NOT complete the remainder of the questionnaire. Please return the questionnaire to the NAEP school coordinator.</p>	
QUESTION 1A*			
There is no Question 1a in the SD Questionnaire.		Record the student’s first or native language. By definition, this response should not be “English.”*	

* State-specific guidelines may be available in the pocket on the inside back cover of this brochure.

SD QUESTIONNAIRE

ELL QUESTIONNAIRE

DIRECTIONS—PAGE 5

These directions describe the Decision Trees and specify that each student **takes the NAEP assessment in only one subject**, which is identified on the front cover.

IMPORTANT: You should base your responses to Questions 3–6 on:

- How the student is tested in the state assessment used for reporting AYP in the NAEP subject listed on the front cover, **OR**
- How the student is tested or receives instruction in the classroom if the NAEP subject listed on the front cover is not tested in the state assessment.

QUESTION 2

Record the NAEP subject that the student will be tested in from the front cover. **Refer to this response when answering Questions 3–6 and Question 9.**

Record the NAEP subject that the student will be tested in from the front cover. **Refer to this response when answering Questions 3–6 and Question 8.**

DECISION TREE

The SD and ELL Decision Trees illustrate the decision-making process for how an SD or ELL student should be included in NAEP, **based on how the student is tested on the state assessment in the NAEP subject you marked in Question 2.**

The SD Decision Tree has three options—A, B, or C—each with its own resulting decision.

You will select the correct option for the student in Question 3 and follow the instruction for that selection.

OPTION A: takes the regular academic assessment with no accommodations.

DECISION A: includes the student on NAEP with no accommodations. You will skip Questions 4, 5, and 6 about accommodations.

OPTION B: takes the regular academic assessment with accommodations.

DECISION B: takes you to Questions 4 and 5, where you will identify the accommodations the student uses on the state assessment in the NAEP subject and determine if they are allowed on NAEP.

OPTION C*: takes an alternate or modified assessment (does not take the regular state academic assessment) in the NAEP subject.

DECISION C: takes you to Question 6, where you will review all the accommodations allowed for the NAEP subject and determine if the student can be included on NAEP with those accommodations.

The ELL Decision Tree has four options—A, B, C, or D—each with its own resulting decision.

You will select the correct option for the student in Question 3 and follow the instruction for that selection.

OPTION A: takes the regular academic assessment with no accommodations.

DECISION A: includes the student on NAEP with no accommodations. You will skip Questions 4, 5, and 6 about accommodations.

OPTION B: takes the regular academic assessment with accommodations.

DECISION B: takes you to Questions 4 and 5, where you will identify the accommodations the student uses on the state assessment in the NAEP subject and determine if they are allowed on NAEP.

OPTION C: takes a simplified English or native language state academic assessment.

DECISION C: takes you to Questions 4 and 5, where you will identify the accommodations the student uses on the state assessment in the NAEP subject and determine if they are allowed on NAEP.

OPTION D*: does not take the state academic assessment (but may take an English language proficiency or some other non-academic assessment).

DECISION D: takes you to Question 6, where you will review all the accommodations allowed for the NAEP subject and determine if the student can be included on NAEP with those accommodations.

* State-specific guidelines may be available in the pocket on the inside back cover of this brochure.

SD QUESTIONNAIRE

ELL QUESTIONNAIRE

QUESTION 3

Question 3 presents the **SD or ELL Decision Tree** in a question format. Each response corresponds to one of the options described on page 4.

Select the response that best reflects how the student is assessed in the state assessment **in the NAEP subject you marked in Question 2.**

So that you **do not** answer questions that are not relevant, be sure to follow the skip pattern for each option that indicates which question to answer next.

QUESTION 4—PAGE 6

Complete Question 4 if you answered “B” in Question 3. (This student takes the regular academic assessment in this subject with accommodations.)

Complete Question 4 if you answered “B” or “C” in Question 3. (This student takes the regular academic assessment in this subject with accommodations, or this student takes a simplified English or native language state academic assessment in this subject.)

ACCOMMODATIONS CHART

Question 4 presents a chart listing the most common accommodations used by **SD** or **ELL** students. You will use this chart to:

- Record **ONLY** those accommodations the student receives on the state assessment or during classroom testing/instruction **in the NAEP subject you marked in Question 2**, and
- Determine if those selected accommodations are allowed by NAEP for the student’s NAEP subject (**as marked in Question 2**).

COLUMN A presents the typical accommodations used by SD or ELL students.

COLUMN B indicates if the accommodation is allowed on NAEP for each NAEP subject. You will need this information to answer either Question 5 or Question 6.

COLUMN C indicates who provides each accommodation (NAEP or the school). This is for your information only. The NAEP representative will discuss how to provide the accommodations with the NAEP school coordinator.

In **COLUMN A**, record **ONLY** the accommodations the student receives on the state assessment or during classroom testing/instruction **in the NAEP subject you marked in Question 2.**

- Record all the accommodations the student receives, even if those accommodations are **NOT ALLOWED** for the student’s NAEP subject, **as indicated in Column B.**
- **DO NOT RECORD** any accommodations the student **DOES NOT RECEIVE** on the state assessment or during classroom testing/instruction **in the NAEP subject you marked in Question 2.**
- If any accommodations the student receives on the state assessment or during classroom testing/instruction **in the NAEP subject you marked in Question 2** are **NOT LISTED**, record them at the bottom of the chart under “Receives the following accommodation(s) not listed above” and mark the oval in **COLUMN A** for that selection. The NAEP representative will discuss if the accommodation(s) are allowed for the NAEP subject.

IMPORTANT INFORMATION ABOUT TIMING ACCOMMODATIONS

*NAEP is not a speeded assessment, but it is timed and lasts about 90 minutes. The cognitive section consists of two 25-minute blocks administered back to back. The remaining time is for background questions, booklet distribution, and booklet collection. If your state test is untimed, you should evaluate if a student will need more than **50 minutes** to be able to show what he/she knows and can do on the NAEP assessment.*

If your state gives a subject-specific state assessment (i.e., in reading) over several days, you should evaluate if a student can take the 90-minute NAEP assessment in one day. NAEP assessments must be administered in one day.

Once you have recorded a student’s accommodations in **COLUMN A**, review them to verify that he/she receives these selected accommodations on the state assessment or during classroom testing/instruction **in the NAEP subject you marked in Question 2.** For example, if a student is selected to be assessed in the NAEP reading assessment and does not receive “read-aloud” on the state reading assessment, “read-aloud” should **NOT BE MARKED** as an accommodation for this student in **COLUMN A.**

SD QUESTIONNAIRE

ELL QUESTIONNAIRE

QUESTION 5—PAGE 7

In Question 5, you will review all the accommodations you recorded in **COLUMN A** of the Accommodations Chart in Question 4 and, using **COLUMN B**, determine if **ALL** the accommodations you selected are allowed **for the student's NAEP subject**.

If you recorded **OTHER** accommodations, **DO NOT INCLUDE THEM** in your evaluation of Question 5.

IF YES (all accommodations are allowed for the student's NAEP subject), select response "A," and the student will be assessed in NAEP with these accommodations.

IF NO (some of the accommodations are not allowed for the student's NAEP subject), you should determine if the student must use the non-allowed accommodations in order to show what he/she knows and can do in the NAEP subject. For example, if a student is selected for the NAEP reading assessment and uses the "read aloud-occasional" accommodation (which is not allowed on NAEP for reading) and the "extended time" accommodation (which is allowed on NAEP for reading), you should determine if this student can meaningfully show what he/she knows and can do on the NAEP reading assessment without the "read aloud occasional" accommodation—that is, using only the accommodations allowed on NAEP.

You have one of two options:

- The student **CAN BE ASSESSED** in NAEP with **only the accommodations that are allowed for the NAEP subject** (select response "B"), or
- The student **SHOULD NOT BE ASSESSED** in NAEP (select response "C").

If you answered Question 5, you should skip Question 6 and go to Question 7.

QUESTION 6*

Question 6 is **ONLY ANSWERED** if you answered "C" in Question 3. (This student takes an **alternate or modified state assessment in this subject**.)

Question 6 is **ONLY ANSWERED** if you answered "D" in Question 3. (This student does not take the state assessment in this subject.)

Question 6 asks if the student **COULD PARTICIPATE IN NAEP** with any of the accommodations allowed for the student's NAEP subject.

To answer Question 6:

- Review **COLUMN B** in the Accommodations Chart in Question 4 and identify any **accommodations that are allowed for the student's NAEP subject**, and then
- Determine if the student **COULD PARTICIPATE IN NAEP** with any of these allowable accommodations.

IF YES (the student could participate in NAEP with allowable accommodations), **SELECT RESPONSE "A"** and record the accommodations in the line provided in Question 6. The student **WILL BE ASSESSED IN NAEP** with these accommodations. For example, if the student takes a modified or alternate state assessment in math for AYP, but could demonstrate what he/she knows and can do on the NAEP paper-and-pencil math assessment with certain allowable accommodations, such as "one-on-one administration," "read aloud," and "extended time," record "Yes" for Question 6 and record those accommodations on the line provided. This student will be assessed in the NAEP math assessment with "one-on-one," "read aloud," and "extended time" accommodations.

REMEMBER: *NAEP cannot provide accommodations that are not allowed on your state assessment (i.e., if your state does not allow bilingual assessment for ELL students, NAEP cannot provide that accommodation).*

IF NO (the student could not participate in NAEP even with allowable accommodations), **SELECT RESPONSE "B."** The student **WILL NOT BE ASSESSED** in NAEP.

* State-specific guidelines may be available in the pocket on the inside back cover of this brochure.

SD QUESTIONNAIRE	ELL QUESTIONNAIRE
QUESTION 7	
<p>Record ALL of the student's identified disabilities. The categories listed are used in the IDEA (Individuals with Disabilities Education Act).</p>	<p>Record how long the student has been receiving academic instruction PRIMARILY in English.</p>
QUESTION 8—PAGE 8	
<p>Record the degree of the student's disability(ies) you marked in Question 7.</p> <p>The response should be based on the knowledge of the person most familiar with how the degree of this student's disability(ies) compare(s) to other students with the same disability(ies) in the same grade.</p>	<p>Record the grade level at which the student PERFORMS in the NAEP subject you marked in Question 2.</p> <p>For example, a fourth-grade student selected to take the NAEP reading assessment, who reads at a second-grade level, should be marked as "This student performs 2 or more years below grade level."</p>
QUESTION 9	
<p>Record the grade level at which the student PERFORMS in the NAEP subject you marked in Question 2.</p> <p>For example, a fourth-grade student selected to take the NAEP reading assessment, who reads at a second-grade level, should be marked as "This student performs 2 or more years below grade level."</p>	<p>For each skill listed in Question 9, record the student's English proficiency.</p> <p>The responses should be based on the knowledge of the person most familiar with the student's English language proficiency.</p>

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2009 National Assessment of Educational Progress

Idaho Specific Guidance for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires

Please review the Idaho specific instructions for completing the SD and/or ELL Questionnaires assigned to you by the NAEP school coordinator.

Section/Question	SD Questionnaire	ELL/LEP Questionnaire
Question 1.	Option D – Idaho allows all students certain accommodations, such as preferential seating, that are used in the classroom. If a student does not have an IEP or 504 plan and needs an accommodation to access the test, mark option D in this question.	Option B – Idaho tracks formerly ELL students for AYP reporting. The state policy for formerly ELL is as follows: Students identified as ELL, who have exited ELL identification in the last two years, should be included in the calculations for determining the status of the ELL subgroup.
Decision Tree	<p>Option C – Takes an alternate or modified assessment instead of ISAT. The alternate assessment in Idaho is the “Idaho Alternate Assessment” (IAA).</p> <p>Decision C – Most IAA students will be excused from NAEP, but many may be included by providing available NAEP accommodation(s).</p>	<p>Option D – Does not take the state academic assessment.</p> <p>Decision D – The “Idaho English Language Assessment” (IELA) will be used for participation in the state assessment for students who are in their first year of U.S. schools and have scored below Intermediate High on the reading section of the IELA.</p>
Accommodations Chart	<p>Please refer to the “Idaho NAEP 2009 Accommodations Chart” to see how the NAEP accommodations compare to Idaho’s accommodations. Some accommodations allowed in Idaho are not allowed on the NAEP assessment. For example, NAEP does not allow the use of calculators for all mathematics questions (but NAEP does have some blocks where calculators may be used).</p> <p>Testing Over Multiple Days –NAEP does not allow testing over multiple days. The NAEP assessment is composed of two 25-minute subject-matter blocks and a series of background questions that take approximately 15 minutes to complete. NAEP is a timed, not speeded test. Students may receive breaks during the assessment, extended time, and small group testing.</p> <p>Calculators on Mathematics Assessments – NAEP has calculator active and inactive blocks. Some students will receive calculator active blocks. NAEP does not provide individual student or school results. Since students will not be evaluated based on individual performance, consider including students on the NAEP assessment even though calculators cannot be used on all sections of the mathematics assessment.</p>	

Question 5	Idaho has included a higher-than-average percentage of SD and ELL students on NAEP in the past. The state wants to continue to be as inclusive as possible, so only students who cannot demonstrate what they know and can do in the selected subject with the allowable accommodations should be excused.	
Question 6	Some students taking the “Idaho Alternate Assessment” (IAA) can and should be included with available NAEP accommodations.	Students who do not take the ISAT because of their limited time in the U.S. and their limited English language proficiency most likely will not be included on NAEP (even so, available NAEP accommodations like the English/Spanish side-by-side mathematics booklet may enable some to be included).

For questions or concerns about completing the Student with Disabilities (SD) or English Language Learner (ELL) Questionnaires please contact your NAEP School Coordinator:

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